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ABSTRACT

Several module clusters were developed at Glassboro State College as the result of involvement in the Camden Teacher Corps project. The clusters are the primary mode of instruction in this competency-based teacher education program. Many of these modules are based on a list of teacher competencies developed by members of the Elementary Education Department at Glassboro State. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. All of the modules specify competencies and describe a scenario for self-paced learning in a field-oriented setting. The purpose of the module cluster which comprises this document is to develop knowledge and teaching strengths in several reading instructional areas: reading readiness, beginning reading experiences, word recognition, comprehension, and general elementary reading instructional practices. For each of these instructional areas the student is required to define the reading skill area, analyze the reading skills which characterize the mastery of the reading instructional area, examine materials related to the area, observe an experienced teacher developing skill in a specified area, and teach skills which are part of each reading instructional area. (DDO)

ED 090179

Module Cluster: RTE - 001.00 (GSC)

Advanced Teaching of Reading

Mrs. Estelle Brown

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Department of Elementary Education

SP 007 908

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

Reference System Designation:	RTE - 001.00 (GSC)
Program:	Seventh Cycle Teacher Corps Program at Glassboro State College, Glassboro, New Jersey 08028
Component:	Elementary Reading Practices
Module Cluster:	Advanced Teaching of Reading
Developer:	Mrs. Estelle Brown
Date of Development:	Summer, 1973

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RTE - 001.00 (GSC) Advanced Teaching of Reading

General Objectives of the Module Cluster

The purpose of this module cluster is to develop knowledge and teaching strengths in the following reading instructional areas:

1. Reading Readiness
2. Beginning Reading Experiences
3. Word Recognition
4. Comprehension
5. General Elementary Reading Instructional Practices

For each reading instructional area the student is required to (1) define the reading skill area, (2) analyze the reading skills which characterize the mastery of the reading instructional area, (3) examine materials related to the area, (4) to observe an experienced teacher developing skill in a specified area, and (5) to teach skills which are part of each reading instructional area.

Tutoring experiences will be an integral part of the module experiences. Each module calls for a diagnostic attitude on the part of the student who (in a tutorial situation) will:

1. Assess (pre-test) to determine mastery in each of the reading instructional areas.
2. Transform identified skill needs into behavioral objectives.
3. Prepare and implement plans for instruction in the needed skill areas.
4. Assess (post-test) to determine the effectiveness of the tutoring session as demonstrated by the mastery of the skill by the subject assigned for tutoring experiences.

Modules Within the Cluster

This module cluster contains fifteen modules and is accompanied by a laboratory manual to guide the student in the : (1) examination of materials, (2) observations of reading instructional practices, (3) assessment activities, and (4) tutorial experiences.

The module clusters are as follows:
RTE - 001.01 - Factors of Reading Readiness
RTE - 001.02 - Readiness Assessment Procedures
RTE - 001.03 - Observing Readiness Behavior
RTE - 001.04 - Readiness Programs and Practices
RTE - 001.05 - Beginning Reading Instructional Program
RTE - 001.06 - Principles and Practices of Teaching Word Recognition
RTE - 001.07 - Principles and Practices of Teaching Comprehension
RTE - 001.08 - Instructional Areas Related to Comprehension
RTE - 001.09 - The Language Experience Approach
RTE - 001.10 - The Directed Reading Approach
RTE - 001.11 - Measurement of Reading Ability and Achievement
RTE - 001.12 - Identifying Children with Special Reading Needs
RTE - 001.13 - Grouped Reading Instruction
RTE - 001.14 - Individualized Reading Programs
RTE - 001.15 - Identifying Materials for Reading Instruction

RTE - 001.01 (GSC) Factors of Reading Readiness

Objective

The student will be able to (1) identify and analyze factors of reading readiness, (2) state the relationship of each readiness factor to the reading process, (3) list specific skills in each readiness factor and (4) relate readiness factors to characteristics and needs of children in the present school community.

Prerequisite

None

Pre-assessment

On a checklist-response sheet of knowledge and skills related to readiness, the student will indicate areas of knowledge and teaching strengths.

Instructional Activities

1. Attend classes devoted to Reading Readiness.
2. Read the book, Foundations for Reading by Monroe and Rogers.
3. Examine readiness workbooks to note sequences of skills.
4. Study chapters 3 and 4 in Informal Reading Diagnosis.
5. Read chapters 4A and 4B in The Teaching of Reading by DeBoer and Dallmann.
6. Read chapter 3 in Reading Instruction for Today's Children by Nila Banton Smith.
7. Confer with kindergarten teachers in your school concerning readiness characteristics and needs of children in the present school community.
8. Design own instructional activities.

Post-assessment

The student will demonstrate in writing (in a closed test situation) knowledge and skills relevant to module objectives.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.02 (GSC) Readiness Assessment Procedures

Objective

The student will be able to describe and analyze formal and informal means for assessment of readiness.

Prerequisite

RTE - 001.01 (GSC)

Pre-assessment

The intern will describe in writing (in a closed test situation) two means of assessing reading readiness: (a) formal and informal tests and (b) teacher observations. The description must include, but not be restricted to the following: (1) the content and predictive value of at least one widely-used standardized test of reading readiness and (2) an explanation of the purpose and use of reading readiness checklist.

Instructional Activities

1. Attend classes devoted to Reading Readiness.
2. Study thoroughly checklist and sample test material provided.
3. Read pages 51-56 in The Teaching of Reading by DeBoer and Dallmann.
4. Read pages 23-29 in The First R: Elementary Reading Today by Wilma Miller.
5. Read chapter 8 in Foundations for Reading by Monroe and Rogers.
6. Read chapter 8 in Diagnostic Reading Instruction in Elementary School by Frank Guszak.
7. Design own instructional activities.

Post-assessment

The intern will describe in writing (in a closed test situation) two means of assessing reading readiness: (a) formal and informal tests and (b) teacher observations. The description must include, but not be restricted to the following: (1) the content and predictive value of at least one widely-used standardized test of reading readiness and (2) an explanation of the purpose and use of reading readiness checklist.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.03 (GSC) Observing Readiness Behavior

Objective (Expressive)

The student will observe a child of five or six so as to inventory and record informal observations of readiness behaviors and skills.

Prerequisite

RTE - 001.02 (GSC)

Pre-assessment

If observations have already been made, the student may submit a readiness checklist form with a statement summarizing strengths and weaknesses in readiness behaviors and skills identified through informal observation of the child.

Instructional Activities

The student may attend class for orientation to module objective.

Post-assessment

The student will submit a readiness checklist form with a statement summarizing strengths and weaknesses in readiness behaviors and skills identified through informal observation of the child.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.04 (GSC) Readiness Programs and Practices

Objective

Provided with the appropriate background the student will be able to construct a checklist of readiness instructional practices.

Prerequisite

None

Pre-assessment

The student will submit a checklist of criteria for evaluating readiness programs and practices. Items on the checklist should focus on: (1) objectives and aspects of readiness programs, and (2) categories of instructional techniques, materials, and activities.

Instructional Activities

1. Attend classes devoted to Reading Readiness Programs and Practices.
2. Read chapter 17 in Reading Instruction for Today's Children by Nila Banton Smith.
3. Consult the teacher's edition of pupils' readiness workbooks.
4. Consult courses of study for kindergarten programs.
5. Consult cooperating teachers concerning classroom readiness resources.
6. Design own instructional activities.

Post-assessment

The student will submit a checklist of criteria for evaluating readiness programs and practices. Items on the checklist should focus on: (1) objectives and aspects of readiness programs and (2) categories of instructional techniques, materials, and activities.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consor with his faculty advisor and/or team leader.

RTE - 001.05 (GSC) Beginning Reading Instructional Program

Objectives

The student will be able to describe: (1) the sequence of skills in the beginning reading process, (2) the first steps in beginning reading instruction, and (3) preparatory instruction for use of pre-primer and primer reading experiences.

Prerequisite

RTE - 001.01 (GSC)

Pre-assessment

On a checklist-response sheet of knowledge and skills related to beginning reading the student will indicate areas of knowledge and teaching strengths in the module's objective areas.

Instructional Activities

1. Attend classes devoted to Beginning Reading Instruction.
2. Read chapter 17 in Reading Instruction for Today's Children by Paul McKee.
3. Read part 2 in Reading: A Program of Instruction for the Elementary School by Paul McKee.
4. Examine primer and 1st level basal series and workbooks and the basal series teacher's edition.
5. Design own instructional activities.

Post-assessment

In a closed test situation the student will demonstrate knowledge and skills of beginning reading instruction in test items related to the module's objective areas.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.06 (GSC) Principles and Practices of Teaching Word Recognition

Objective

The student will demonstrate knowledge and skill in the objectives, assessment of skills, and instructional practices in word recognition.

Pre-assessment

The student (in a closed test situation) will be able to: (1) Identify five techniques of word attack. (2) List elements of phonetic and structural analysis in hierarchical order; identify grade levels at which the elements are introduced. (3) List five current phonic programs. (4) Identify at least 15 phonetic and structural elements; list rules and generalizations. (5) Describe means for measuring word attack skills. (6) List resources from which to select techniques and activities for developing word recognition skills.

Prerequisite

None

Instructional Activities

1. Attend classes devoted to Word Recognition.

2. Read chapters 5A and 5B in The Teaching of Reading by DeBoer and Dallmann.

3. Read chapters 8, 9, 10 and 11 in The First R: Elementary Reading Today.

4. Read chapters 8 and 21 in Reading Instruction for Today's Children by Nila Banton Smith.

5. Study chapter 4 in Diagnostic Reading Instruction in the Elementary School by Frank Guszak.

6. Study materials provided regarding word recognition developmental and evaluative practices.

7. Examine teacher's edition of primary basal systems. Note sequence of skills presented and aids for unlocking unfamiliar words.

Post-assessment

The student (in a closed test situation) will be able to: (1) Identify five techniques of word attack. (2) List elements of phonetic and structural analysis in hierarchical order; identify grade levels at which the elements are introduced. (3) List five current phonic programs.

(4) Identify at least 15 phonetic and structural elements; list rules and generalizations. (5) Describe means for measuring word attack skills. (6) List resources from which to select techniques and activities for developing word recognition skills.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.07 (GSC) Principles and Practices of Teaching Reading Comprehension

Objectives

The student will be able to:

1. List categories of comprehension skills and specific skills involved in each.
2. Construct questions in five categories of comprehension.
3. List causes of difficulties in comprehension.
4. Relate the importance of other reading skills to comprehension.
5. Describe means for assessing skill in comprehension.
6. List resources from which to select techniques and activities for developing skills comprehension.

Prerequisite

None

Pre-assessment

On a checklist-resource sheet of knowledge and skills related to comprehension the student will indicate areas of knowledge and teaching strengths.

Instructional Activities

1. Attend classes devoted to comprehension.
2. Read chapters 6A and 6B in The Teaching of Reading by DeBoer and Dallmann.
3. Read chapter 9 and 22 in Reading Instruction for Today's Children by Nila Banton Smith.
4. Read chapters 8 and 22 in Reading: A Program of Instruction for Elementary School by Paul McKee.
5. Read chapter 13 in The First R: Elementary Reading Today by Wilma Miller.
6. Consult Informal Reading Diagnosis by Potter and Rae.
7. Study chapter 5 in Diagnostic Reading Instruction in the Elementary School by Frank Guszak.
8. Study materials provided regarding the developmental and evaluative practices of comprehension.
9. Design own instructional activities.

Post-assessment

The student will demonstrate in writing (in a closed test situation) knowledge and skills in developing comprehension.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE 001.08 (GSC) Instructional Areas Related to Development of Comprehension

Objectives

The student will define and analyze the following areas as they relate to instruction in reading comprehension:

1. readability
2. context clues
3. semantics
4. cloze procedures
5. vocabulary
6. critical reading
7. reading rates

Prerequisite

None

Pre-assessment

On a checklist-response sheet of knowledge and skills related to the module's objective the student will indicate areas of knowledge and teaching strengths.

Instructional Activities

1. Attend classes devoted to areas related to instruction in comprehension.
2. Read chapters 10, 11, and 23 in Reading Instruction for Today's Children by Nila Banton Smith.
3. Read relevant material in Diagnostic Reading Instruction by Frank Guszak.
4. Study thoroughly materials provided in the comprehension related areas.
5. Consult Smuggling Language Into the Teaching of Reading by Heilman and Holmes.
6. Design own instructional activities.

Post-assessment

The student will demonstrate in a closed test situation knowledge and skills in the areas relative to module's objectives.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.09 (GSC) The Language Experience Approach

Objective

The student will be able to demonstrate knowledge and skill in the use of the language experience approach as a language diagnostic and developmental technique.

Prerequisite

None

Pre-assessment

The student will describe in writing (in a closed test situation): (1) the steps in the procedure for developing an experience chart with children, (2) the advantages and disadvantages of the language experience approach to beginning reading, (3) the classroom activities which can be sources of experiences for oral language and sight vocabulary development, and (4) the use of the language experience approach for diagnostic and teaching purposes.

Instructional Activities

1. Attend class devoted to Beginning Reading Instruction.
2. Read pages 85-93 and pages 564-569 in The Teaching of Reading by DeBoer and Dallmann.
3. Observe a teacher developing an experience chart with a group of children.
4. Read the book, Learning to Read Through Experience by Lee and Allen.
5. Design own instructional activities.

Post-assessment

The student will describe in writing (in a closed test situation): (1) the steps in the procedure for developing an experience chart with children, (2) the advantages and disadvantages of the language experience approach to beginning reading, (3) the classroom activities which can be sources of experiences for oral language and sight vocabulary development, and (4) the use of the language experience approach for diagnostic and teaching purposes.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.10 (GSC) The Directed Reading Approach

Objective

The student will be able to:

1. List the steps in the Directed Reading Procedure.
2. State why developing background and vocabulary are the first steps.
3. List six types of purposes for silent reading activity.
4. List five activities for checking comprehension.
5. List six types of purposes for oral reading.
6. Describe the reading behaviors which characterize the mastery of silent and oral reading.
7. Explain how DRA techniques can be used for group informal reading inventory purposes.

Prerequisite

RTE - 001.06 and RTE - 001.07 (GSC)

Pre-assessment

Pre-assessment procedure will consist of a structured interview or group discussion to determine student's knowledge and skill in the Directed Reading Approach.

Instructional Activities

1. Attend class devoted to the Directed Reading Approach.
2. Study thoroughly materials described.
3. Observe a teacher using Directed Reading procedures.
4. Design own instructional activities.

Post-assessment

The procedure will consist of two parts:
1. The student will prepare and implement a directed reading lesson.
2. The student will demonstrate orally or in writing knowledge and skills relevant to the module's objective.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.11 (GSC) Measurement of Reading Ability and Achievement

Objectives

The student will be able to:

1. State basic principles of diagnostic teaching.
2. Explain various means available for discovering instructional needs of pupils.
3. Explain functional uses of standardized tests.
4. Explain informal reading inventory procedures.
5. Explain how reading levels, listening comprehension and specific skill needs can be determined.
6. Explain the purpose and use of reading expectancy formulas.

Prerequisite

None

Pre-assessment

On a checklist-response sheet of knowledge and skills related to measurement of reading ability and achievement, the student will indicate areas of knowledge and competence.

Instructional Activities

1. Attend classes devoted to Measurement of Reading Ability and Achievement.
2. Study thoroughly directions and testing techniques provided in Informal Reading Diagnosis by Potter and Rae.
3. Read chapter 16 in The First R: Elementary Reading Today by Wilma Miller.
4. Read pages 451-458 in The Teaching of Reading by DeBoer and Dallmann.
5. Study thoroughly printed materials distributed.
6. Study chapters 8, 9, 10, and 11 in Diagnostic Reading Instruction by Frank Guszak.
7. Practice procedures demonstrated.
8. Design own instructional activities.

Post-assessment

The student will demonstrate orally or in writing (in a closed test situation) knowledge and skills relevant to the module objectives.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.12 (GSC) Identifying Children with Special Reading Needs

Objective

The student will be able to identify the instructional needs of specific reader types and suggest appropriate teaching strategies and materials for these children.

Prerequisite

RTE - 001.10 (GSC)

Pre-assessment

The student will describe in a series of written reports the following: (1) characteristics of children with special reading needs, (2) a list of major problems in teaching specific reader types, e.g., bi-lingual, disadvantaged, and (3) instructional techniques, materials, and activities for these children.

Instructional Activities

1. Attend classes devoted to Special Reading Needs.
2. Read chapters 13, 15, 16 in the Teaching of Reading by DeBoer and Dallmann.
3. Read chapter 17 in The First R: Elementary Reading Today by Wilma Miller.
4. Observe an experienced teacher working with one of the reader types identified. Note objectives, skills developed, adjustments for individual differences.
5. Consult Locating and Correcting Reading Difficulties by Elwell.
6. Consult with reading supervisors and clinicians to discuss instructional resources available for children with special reading needs.
7. Design own instructional activities.

Post-assessment

The student will describe in a series of written reports the following: (1) characteristics of children with special reading needs, (2) a list of major problems in teaching specific reader types, e.g., bi-lingual, disadvantaged, and (3) instructional techniques, materials, and activities for these children.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.13 (GSC) Grouped Reading Instruction

Objective

The student will demonstrate knowledge and skills in organization and management procedures for meeting with and instructing reading groups.

Prerequisite

None

Pre-assessment

The student will describe in writing (in a closed test situation) a specific plan for meeting with groups including (1) independent activities for non-reciting groups and (2) meeting individual needs in a grouped instructional system.

Instructional Activities

1. Attend classes devoted to Grouping and Individualizing Instruction.
2. Read chapter 12 in The Teaching of Reading by DeBoer and Dallmann.
3. Read chapters 6 and 7 in Reading Instruction for Today's Children.
4. Read Chapters 6 and 15 in The First R: Elementary Reading Today.
5. Observe an experienced teacher working with several groups simultaneously.
6. Design own instructional activities.

Post-assessment

The student will describe in writing (in a closed test situation) a specific plan for meeting with groups including: (1) independent activities for non-reciting groups and (2) meeting individual needs in a grouped instructional system.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.14 (GSC) Individualized Reading Programs

Objective

The student will demonstrate knowledge and skills in organization and management procedures for an individualized reading program.

Prerequisite

None

Pre-assessment

The student will describe in writing (in a closed test situation) the following: (1) considerations for organizing individualized reading programs, (2) advantages and disadvantages of such programs, (3) how reading skill needs are provided for in individualized reading programs.

Instructional Activities

1. Attend class devoted to Individualized Reading Programs.
2. Read chapter 6 in The First R: Elementary Reading Today by Wilma Miller.
3. Read chapter 12 in Reading: A Program of Instruction for the Elementary School.
4. Read 142-159 in Reading Instruction for Today's Children by Nila Banton Smith.
5. Study printed materials distributed.
6. Design own instructional activities.

Post-assessment

The student will describe in writing (in a closed test situation) the following: (1) considerations for organizing Individualized Reading Programs, (2) advantages and disadvantages of such programs and (3) how reading skill needs are provided for in individualized reading programs.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

RTE - 001.15 (GSC) Identifying Materials for Reading Instruction

Objective

The student will identify and describe seven categories of reading materials for developmental and corrective reading instructional purposes.

Prerequisite

None

Pre-assessment

The student will describe in writing (in a closed test situation) seven categories of reading materials and give an example of each.

Instructional Activities

1. Attend class devoted to Materials for Elementary Reading Instruction.
2. Consult cooperating teachers concerning classroom resources.
3. Visit the reading clinic. Make a list of materials located.
4. Study printed information on reading materials.
5. Design own learning activities.

Post-assessment

The student will describe in writing (in a closed test situation) seven categories of reading materials and give an example of each.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

Check-off Sheet for Modules in RTE - 001.00 (GSC)*

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____
.09	_____	_____
.10	_____	_____
.11	_____	_____
.12	_____	_____
.13	_____	_____
.14	_____	_____
.15	_____	_____

Student Signature: _____

* To be completed in duplicate.

Check-off Sheet for Modules in RTE - 001.00 (GSC)*

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
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.11	_____	_____
.12	_____	_____
.13	_____	_____
.14	_____	_____
.15	_____	_____

Student Signature: _____

* To be completed in duplicate.

About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 3 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.